an art gallery. So it never occurred to me that one day I would show these things, or that if I did maybe my kids would have to worry about it if they wanted. Maybe an institution would take it and run with it. But the fun is definitely the hunt and the learning experience too, I must say.

AM But still, you are provisional caretaker of these textiles? *You* have to take care of them whether you like it or not.

SS But I try to do that within my means and within my knowledge. In practical terms we've lost remarkably few textiles; in fact mostly feather hats to moths; there's been at least two eaten. Moths really love feathers. And you know, I was really mad because one of them was a real favourite. Of course they became even more of a favourite once they were ruined.

AM But would you like to donate them to a museum?

SS Yes. This is definitely my intention, as it is with our other collections.

AM So, ideally, which institution?

SS I have no idea.

AM Where? A big museum, or a new museum?

SS Where? Maybe in the Far East: Japan or China. What about that? I have no idea; we'll just have to wait until someone walks in the door. But I'm not going to spend too much time worrying about this. The CSROT does have the means to be able to conserve and keep them and to continue to catalogue then, so it's not like there is a situation where the foundation has to get rid of the collection. This is true of all the collections. The foundation will just keep going on until I'm dead, or until I lose interest, which is highly unlikely. We'll just see what happens. But you're doing the exhibition and that will bring some attention to it; people will think about it.

AM Given the fact that people don't know so much about this activity of yours, although this is what you are devoting so much time to, are you excited that people will get to know this part of your activities, which has so far remained remote and quiet?

SS Yes, absolutely, you wouldn't go to all this trouble. I wouldn't and you certainly wouldn't. We wouldn't be doing it if it weren't for the excitement of being able to show them and to share them. But it's not my intention to say 'anybody want a textile collection for free?' There are also certain conditions if the foundation were to give it away: developing it, cataloguing it extensively, making acquisitions, keeping it open for the public where there's a study collection. So there are five or six criteria all of which can be discussed. Many years ago the Bibliothèque nationale de

France wanted the political media library, but all they were going to do was put it in the basement and wait until some day, when someone would catalogue it and make it available. So I kept it and later gave it instead to the International Institute of Social History in Amsterdam, because they agreed to catalogue it, and to provide access to it, and that's OK with me. I'd be a little more demanding about a textile collection or a library of our books on textiles.

AM I have a final question. Just out of curiosity, if you give your collection of textiles to a museum, would you like the books to be kept at the same place?

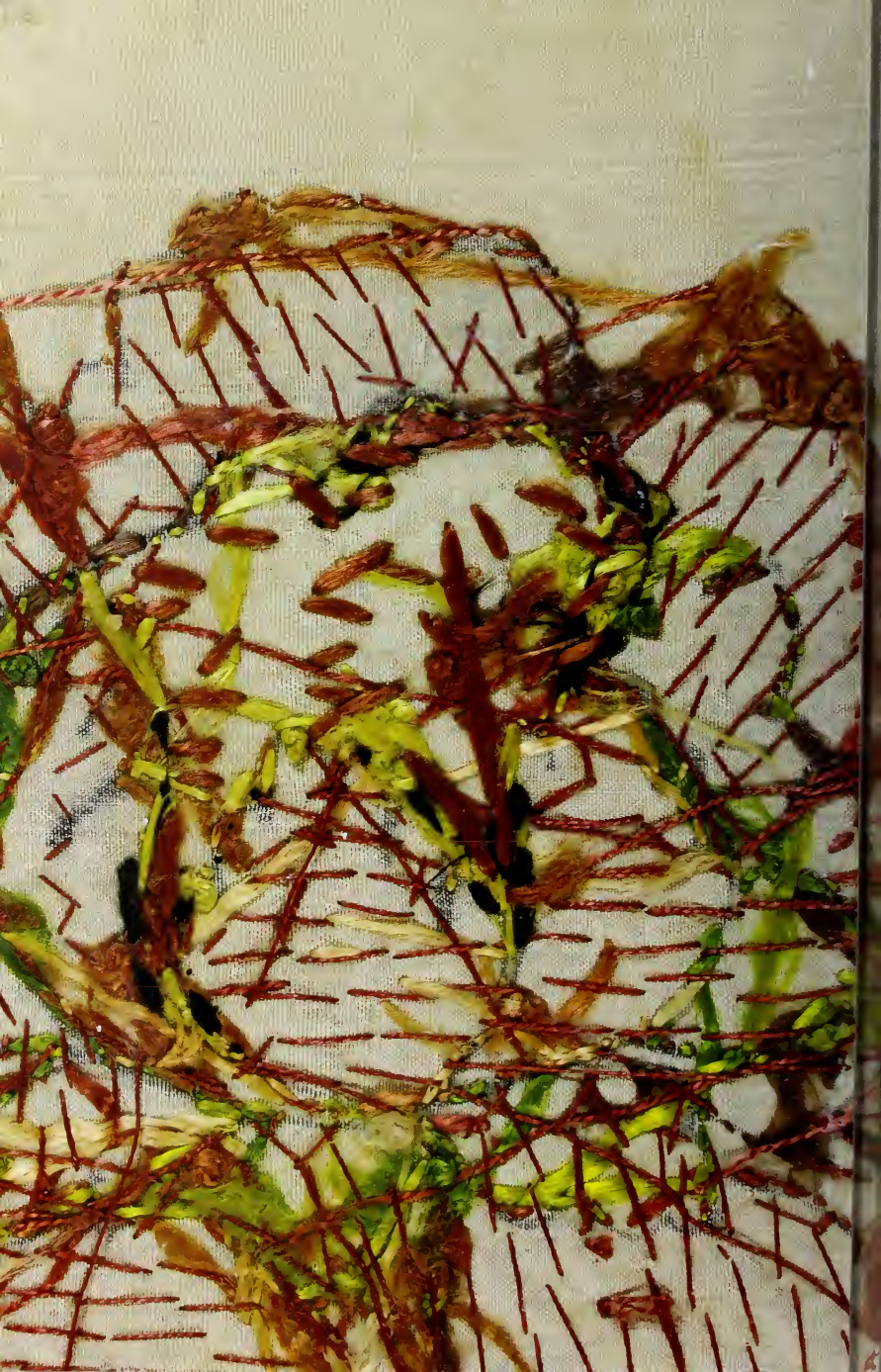
SS Although they are interconnected, they are two independent things. The problem with the books is that there would be many duplicates for any existing major library. There might be a 40 percent overlap, so if they are gifted 7,000 books, and they have 3,000 of them already, then what's the point? They would just take what they want and give the rest away. The other alternative is to find an institution that is just starting up, has a small decorative arts library, and wants to have the major textile library as a part of it. So far I have not made any effort to offload it, but I say very clearly on the website of the Stichting Egress Foundation that I would be very happy to do that. But like the textile collection, there would have to be some serious commitment to keep it going, to catalogue it and to keep it online, etc. It would have to involve a continuation of the project.

AM Great, thank you so much.

AS Shall we say now that we stop? Thank you so much.

SS That's it? I was just getting warmed up...

Interview conducted by Alice Motard and Alex Sainsbury, London, 28 November 2011



LIBERATION SCHOOL FALL 1972

The Liberation School
345 Franklin Street
San Francisco, California 94102
Phone: (415) 863-1945

RETURN TO SENDER
REASON CHECKED
Unclaimed ___ Refused ___
Addressee unknown ___
Insufficient Address ___
No such street ___ number ___
No such office in state ___
Do not remail in this envelope

8c
SENHOWER·USA

Women for armed Revolution
c/o Women's Liberation
P. O. Box 5203
Oakland, Ca. 94605

CLASSES

Classes at The Liberation School are intended to make use of the expertise of individuals and at the same time to develop group cooperation. We want to break down the division between teacher and student, active and passive, producer and consumer which is characteristic of schools in a capitalist system. A liberating education should involve not only the imparting of knowledge, but also the strengthening of individual abilities, the initiation of collective work, and the development of a political outlook. Class members should share leadership and planning for classes. Some might want to prepare themselves to teach future classes and/or attempt to develop collective projects which will be useful in building a movement for social change.

All classes will begin the week of October 23.

Classes marked L.S. *meet at The Liberation School, 345 Franklin Street, San Francisco (near Civic Center)*

Classes marked M.T. *meet at Modern Times Bookstore, 17th and Sanchez, San Francisco*

Classes marked P.S.C. *meet at the Pacific Studies Center, 1963 University Avenue, East Palo Alto*

Introduction to U.S. Imperialism

Jim Shoch — Thursday 7:30 PM L.S.

The U.S. intervention in Indochina has raised many questions concerning the basis of American foreign policy. Many have come to understand that the Vietnam War is not a "tragic mistake" but a logical outgrowth of an expansionist political economy.

This course will provide an overview of contemporary imperialism—with emphasis on the American variety. We will look into the economic dynamics of imperialism, its effects on developing nations, and the revolutionary resistence it has created across the globe.

United States Foreign Policy Since 1932

Walter Cohen — Wednesday 7:30 PM L.S.

The course will seek to uncover the underlying structure of US Foreign Policy with emphasis on the 1936–1953 period when the US emerged as the leading imperialist power. We will study who formulated foreign policy, who benefited from it and what purpose it served. We will also examine the economic roots of US diplomacy. The course will involve reading.

Reading Capital Vol. III

John Judis — Monday 8 PM M.T.

A careful contextual reading of Vol III of *Capital* Prerequisite: familiarity with Vol. I.

National Policy and Urban Politics

Marc Weiss — Thursday 7:30 PM L.S.

Many people in the Bay Area are involved in city based political struggles (health care, transportation, housing, etc.). This course will analyze urban problems, community movements, and local political forces (labor, minorities, small business) in the context of the national power structure. There will be some light reading. Hopefully a research project will develop for those interested.

Socialist Versus Capitalist Education

Sherry and Robert Girling — Thursday 8 PM P.S.C.

This course will study the ways education is central to maintenance of class privilege in advanced capitalist society, and explore the theory and practice of socialist education. We will use case studies of socialist education in the Democratic Republic of North Vietnam, Cuba, Tanzania, and China and the writing of several of the foremost Marxists on socialist education. We will also look at projects in the Bay Area including child care centers, and high schools.

Feminism and Socialism

Cita Cook, Pam Rosenthall, Fran Bernstein — Thursday 8 PM M.T. or house to be arranged

An on-going study group, which is analyzing the relationship between feminist consciousness and class society. For more information call 863-1040, 282-1473 or 647-8181. Open to women only.

Racism

Linda Daucher, Kathy Noon — Monday 7:30 PM L.S.

We will study the relationship of racism and capitalism historically (with an emphasis on understanding cultural chauvanism.) This will be a reading and discussion course using various articles and pamphlets. Open to women only.

Women and Society

Beth Harris, Joan Mandell — Tuesday 7:30 PM L.S.

This introductory course will examine the women's movement and the issues it has raised: women's roles in the home and on the job, cultural conditioning, sexuality, and women's history. There will be some reading but most of the text will come from our experience. Open to women only.

Equal Rights for Miss Ann? For women who want to develop a critical perspective of the Women's Liberation Movement today.

Pam Allen, Judy Syfers — Saturday 10 AM L.S.

This seminar will attempt to analyze the racism and class bias for the woman movement of the 19th century for the purpose of gaining a political understanding of the women's movement today. Both movements were and are predominatly white and middle class. Therefore there is a danger that the current women's movement will continue to reflect only the attitudes and priorities of this grouping. The study will focus on the white women's suffrage movement for the purpose of understanding what aspects prevented white women from joining with Third World and working women in the struggle for the liberation of all oppressed peoples.

The Politics of the International Monetary System

Fred Block — Tuesday 7:30 PM L.S.

This course will explore the major issues of international monetary politics. How did international monetary difficulties force Nixon to freeze wages? What are the prospects for reforming the international monetary system? How did the relationship between Japanese, European, and American capitalism evolve? Participants are expected to have read a couple of books on American imperialism, but formal background in economics or special knowledge about the international monetary system are not at all necessary.

Scientific Thought in the Development of Western Ideology: Introduction

David Kubrin — Wednesday 7:30 PM L.S.

Since the rise of western societies the elite has used the unique powers of science to define "reality" as a way of maintaining its own control of both society and nature. Such use of science has been possible not only by the elite's control of technology and scientific research, but equally importantly, by the use of scientific concepts and theories to propagate a mechanistic understanding of reality—e.g. that reality ultimately consists merely of inanimate small particles in empty space and that all change is accounted for merely by a rearrangement of those basic particles. This simplistic notion has been used by the ruling class to justify the destruction of nature for profit, the alienation of men and women from their work and from each other, and to undermine other forms of knowing (intuition, feeling, altered states of consciousness, enthusiasm, etc). The course will examine the historical roots of this use of science; some study of alternative approaches to nature in Third World societies will be included. No prior background in science needed.

The Development of Science and Bourgeois Ideology

David Kurbrin — Monday 8 PM L.S.

Through analysis of the fundamental concepts of Newton, Lavoisier, Darwin, and others, this course will analyze historically the use of scientific theories and methods to justify class society in the West. Some background in science or health care will be useful in this course.

Radio Production Technique

Nina Serrono — Four weeks, hours and evening to be arranged, contact L.S.

This class will train people in radio production. During the session the class will develop, write, tape, and edit a radio program on a selected left topic or issue to be used on local radio.

HOW TO REGISTER

Please return this form with a check to:

The Liberation School, 345 Franklin St., S.F. 94102

Name

Address

Phone

Course(s)

You may also register the 1st and 2nd nights of class; however class size is limited to 20 people on a first come first serve basis.

SPECIAL PROGRAMS

Imperialism: A Series of Public Forums

Monday evenings 8 PM beginning October 30

What is the cause of the Vietnam war and US military intervention abroad? Who makes foreign policy and whose interest does it serve? What is the current US global strategy? What is the purpose and effect of foreign aid? What are the consequences of US imperialism at home? How do socialist countries such as China and Korea serve as an alternative to underdevelopment and poverty?

The Liberation School series on imperialism will explore these basic questions and others. Speakers from several Bay Area anti-imperialist research and organizing projects will make presentations and lead discussions. 50 cent donation requested to pay expenses.

Programs by the Bay Area Radical Teachers Organizing Collective (BARTOC)

Bartoc will be sponsoring monthly meetings for teachers and others interested in education. Discussions will be lead by guest speakers. There will be tapes, films and other presentations. No reading will be required..All programs are free. For more information call 285-9699 or write P.O. Box 40143, San Francisco 94140.

Monday, October 16, 6:45 PM — An open meeting of BARTOC with the Rank and File Caucus of the San Francisco American Federation of Teachers.

Radical Films

by Saul Landau

A series of radical films made since 1966 by Saul Landau and Friends—$1 dollar donation at the door. Friday 7:30 & 9:15 L.S., Thursday in Palo Alto, location to be announced.

November 2 & 3	*The Jail* — Delator Films—Saul Landau, Bill Yahraus, Michael Anderson, Paul Jacobs—1972, 80 minutes. A film about S.F. County Jails—proceeds to the prisoners.
November 9 & 10	*Brazil Report on Torture* — Saul Landau and Haskell Wexler—1971, 60 minutes.
November 16 & 17	*Robert Wall, FBI Agent* — Delator Films, Saul Landau, Bill Yahraus, Michael Anderson, Paul Jacobs—1971, 28 minutes.
November 31 & December 1	*Fidel* — Produced by Saul Landau, photography by Irving Saraf, 1967, 97 minutes. About revolutionary Cuba.
December 7 & 8	*Losing Just the Same* — produced by Saul Landau and Richard Morre—1966, 60 minutes. A documentary about an Oakland ghetto.

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(Office will be staffed from 2 pm to 6 pm, M-F)

What Is The Liberation School?

The Liberation School is a radical education program for people living and working in the San Francisco Bay Area. Unlike traditional schools in the Unites States, the project is an instrument of political struggle and social change.

We are part of the opposition movement that has developed in the United States during the last decade, a movement directed against political and economic oppression. The school's purpose is both to build and serve this growing movement.

We hope to:

—reach out to the growing number of people who experience and oppose the injustice in American society. We will offer introductory courses on major problems and issues in American society.

—sponsor courses specifically for the many of us involved in political activity who want to develop theory which will help us in our work. The school will serve as a forum where we can meet, learn from one another, and question and strengthen existing political programs.

—serve as a center of social and cultural experiment where we can develop embryonic socialist alternatives.

What Are the Goals of the School?

At the school, we will seek to educate ourselves to better participate in the crucial political struggle of our time: the struggle against class society. This means opposing the division of people into the few who own and the many who work, the few who are very rich and the many who are not. It also means struggling against the social, cultural, and economic forms through which the class system is maintained—that is, against:

Imperialism—the economic and military system through which the few in advanced capitalist nations exploit and dominate the many in "underdeveloped" nations.

Corporate Capitalism—which allows the few to exploit the many who work, and to dominate and destroy the cities and countryside.

Racism—the layering and dividing of minority groups in America which intensifies oppression and hinders alliances among groups with common interests.

Sexism—the oppression, isolation, and class division of women and the channeling of women and men into dehumanizing sex roles, all of which prevents us from working together.

Elitism—the social pressure to remain upwardly mobile at the expense of others within the class system, thereby supporting and validating it.

Through a combination of action, study, and discussion, the Liberation School will seek to uncover the structure of power, examine the way the elite in America maintains its control, analyze the political and economic cracks in the system, and study the roots of racism, sexism, and individualism that divide and oppress us. We will explore the history and struggles of working people, Third World people, and women, for only by learning from these struggles can we build a strong movement. In all these areas, the school will seek to create an active and articulate class consciousness so that we are aware of our needs, oppression, and common interests.

All of our activities will attempt to produce materials and analysis which will be useful in changing the institutions which affect our lives. The School will be a center where people who want to analyze the direction of their activity can engage in an intensive process of self education and gain confidence in their abilities to struggle against oppression.

Criticism, Self Criticism

As a result of community and self criticism of similar projects in which we have participated, we realize that we have to be sensitive to several difficulties:

Developing a clear cut process of decision making so that responsibility for the school does not become diffused

Creating normal channels for criticism so that we can correct and learn from our mistakes

Encouraging the participation of the school community in decision making and general school activities

Making a self-conscious articulation of our political position so that we can take our place in the political processes of the Bay Area

Working closely with other political groups so that our program serves needs and constituencies

School Meetings

Administrative planning for the school has been done by a small collective which will be expanded. In order to insure a wide involvement in future planning, we will hold school meetings every other Sunday evening, beginning October 29th, at the school office, 345 Franklin Street. Students, faculty, and interested political groups are invited to come at 8 P.M. to participate in criticism, self criticism of the school. We will also use these evenings to discuss issues relevant to social change in the Bay Area, so that we can begin to develop a consistent political outlook within the school.

Meeting dates: Sundays, November 5, 19, December 3, 17

Fees

The school uses money collected through fees to pay for rent, telephone, supplies, printing, advertising, administrative work and teaching salaries. Fees for as many courses as you want are $10 for low income individuals and $20 for those with high incomes. Those for whom this would be a burden should pay what they can. No one will be excluded because they can't afford to pay at all. It is hoped that those who are able to pay more will do so. The school's survival is dependent on people's financial contributions.

Donations needed by the School—Books, chairs, tables, pillows, plants, posters, curtains, money.

THE LIBERATION SCHOOL BOOK CLUB

This introductory program is designed to help us develop a systematic way to understand the problems we face living in American society. By looking into the roots of the major issues confronting us—the war in Vietnam, the decay of our cities, the school crisis, labor struggles, racism, sexism—we can begin to analyze Bay Area, national and world problems in a larger context.

Joining the book club involves a commitment to read one book a month for the next several months. The club will consist of monthly meetings at which speakers will discuss the scheduled book and topic. After each lecture, discussion of the book will take place at tables of 12 to 15 members which will remain together for the course. Books for the following month may be bought at each forum. Groups are invited to join the book club as a whole if they wish, forming an independent table. The school can provide a discussion leader. Fee for the course will be $10 or $1.50 at the door.

Dates (Second Sunday evenings)	Topics	Books
November 12	La Raza: What are the politics and history of the La Raza movement? Marjorie Hienes	*Strictly Ghetto Property* by Marjorie Hienes
December 10	Imperialism: Why is the U.S. involved in military and economic activity abroad? Jim Shoch, Venceremos	*The Enemy* by Felix Greene
January 14	American History: What are the roots of the current crisis in American society?	*We the People* by Leo Huberman
February 11	Labor History: What is the real history of the American working people? Joyce Maupin, Union Wage, O.P.E.U. Local No. 29	*Strike* by Jeremy Brecher
March 11	California: What are the origins of the farmworkers' movement and who controls California agriculture? Gary Cavasos	*Factories in the Fields* by Cary McWilliams
April 8	Schools: What are schools for in American Society? Miriam Wasserman, author of *The School Fix*	*An End to Silence* by Peter Shapiro and Bill Barllow
May 13	Feminism: Who benefits from the oppression of women? Kay Trimberger, San Jose State College	*Sex and Caste in America* by Carol Andreas
June 10	Racism: What are the politics of colonialism in America? Robert Allen, San Jose State College	*Black Awakening in Capitalist America* by Robert Allen

All books for this course can be purchased at Modern Times Bookstore, 17th and Sanchez, S.F. Meetings of the Liberation School Book Club will be at Bethany Methodist Church, 1268 Sanchez (corner of Clipper) S.F ,7:30 PM.

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Northern California Alliance

BULLETIN...BULLETIN.....BULLETIN.....BULLETIN.....BULLETIN.....BULLETIN.....BULLETIN.....BULLETIN

VOL. II, NO. 2 APRIL, 1977

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NOTE FROM THE BULLETIN TASK FORCE

After reviewing our "note" in the last Bulletin, we'd like to give a progress report on some of the things we talked about.

1. Recruitment--we have not gained any new members to the task force; we still have just 3 members.
2. Frequency--We are not publishing the Bulletin every 6-8 weeks, as planned. This one is after 3 months. But the next one will come out in about a month from now.
3. Articles and letters--No one submitted anything addressing the subject we suggested (How does good political struggle take place in the NCA?) The task force has not yet summed up why we think people didn't respond to this. Further, we recieved only one paper other than steering committee or work committee reports, yet we know that many informal conversations occur in which NCA members raise criticisms about the NCA's overall direction and development. So we'll repeat here that the Bulletin task force is willing to work with NCA members who want to put their ideas on paper to share throughout the organization.

The process of publishing the Bulletin is still unsatisfactory. Although our methods of work have become more regularized, our major problems have remained basically unchanged. The people on the task force have had to squeeze in time and energy for the Bulletin while maintaining our committee work and other commitments. This has resulted in another rush job. Putting out the Bulletin is also still largely a mechanical job of collecting articles, phone calls, copy-editing, typing, and printing. We have not been able to develop relations with committees or individuals in terms of giving political guidance to the writing process.

The Bulletin can and should contribute to the cohesiveness of the organization in terms of (a) communicating information, and (b) demonstrating how the committees function as parts of a whole, who operate along the same principles and perspectives and who are pursuing the same political goals. The Bulletin can educate the membership and move the organization ahead politically by sharing in a consistent way our practice and the lessons we learn from that, and political struggle over important issues facing the NCA and the movement as a whole.

Because we think that the Bulletin is essential to the organization, and because we cannot do the work properly the way things are now, we support the proposal in the draft Plan about freeing people up for organization-wide work. Having more people on the task force would not in itself improve the quality of the Bulletin, although it might. But those who work on the task force do need to be freed up from some of their other responsibilities. And the NCA placing more emphasis on the development of the whole in relation to its parts should result in a higher quality of committee reports and summations, and in sharpened political debate. The Bulletin would no doubt reflect those changes.

Although not the largest factor, a shortage of typists definitely contributed to the lateness of this Bulletin. We are self-critical for not recruiting typists until the last moment. We did get some, and we apologize to those people (as well as thank them) for last minute schedule arrangements, etc. We also put an unnecessary extra burden on ourselves of having to do a lot of the typing ourselves.

NEXT BULLETIN

The next Bulletin will be specifically geared to the June Conference. All committees will be asked to submit very brief statements about the Plan and an evaluation of how the last Plan affected their work. Other amendments, and articles for the conference will also be printed.

The absolute deadline for submitting articles is SATURDAY, MAY 21. THIS TIME WE WILL NOT BE ABLE TO EXTEND THE DEADLINE!!!

--Thanks. Danny, Cindy and Marjorie